

# **Unveiling the Virtual Classroom: An In-Depth Analysis of the Online Education System**

## **1. INTRODUCTION**

### **1.1 Overview:**

During the lockdown days, technology and online classes have become super heroes. Despite being under house arrest, we are all still involved in the educational community. The lack of exposure is obvious because pupils have been unable to maintain contact with the outside world due to the lockdown. The change to online classes has been the only relief for the students' mental health. Teachers took a big step forward to identify solutions and design new learning environments for their students to ensure that learning never ceases to ensure that children's education was not compromised. Online learning has been increasingly popular in recent years thanks to the quick improvements in technology and the accessibility of the internet. During the lockdown days, students have been unable to maintain contact with the outside world. The change to online classes has been the only relief for the pupils' mental health. Teachers took a big step forward to design new learning environments for their students to ensure that learning never ceases. The results of this project will give educational institutions, decision-makers, and online learning platforms useful information to improve the efficacy and accessibility of online education. In order to contribute to the continuing discussion about education's future and to help create a more inclusive, interesting, and productive learning environment in the digital age, this analysis of the online education system is being published.

### **1.2 Purpose**

This study attempts to examine the many facets of online education in-depth, highlighting its advantages, disadvantages, opportunities, and difficulties. The results of this study will give educational institutions, decision-makers, and online learning platforms useful information to improve the efficacy and accessibility of online education. In order to contribute to the continuing discussion about education's future and to help create a more inclusive, interesting, and productive learning environment in the digital age, this analysis of the online education system is being published.

Business requirements for a problem statement like this would be to conduct surveys of the students and teachers, comprehend the demands of the students, and have a productive feedback system. Based on the input, it is necessary to change the content that is being taught to students. These requirements are important to make sure that students can easily adapt to online education and e-learning. Depending on the demographics, needs, and interests of the students, specific requirements may change.

## 2. LITERATURE SURVEY

Reviewing recent studies on issues connected to ed tech and student behaviour would be part of a literature study for online education. A research topic would need to be established, pertinent sources would need to be found, the literature would need to be read and analysed, organised, and summarised, gaps in the literature would need to be found, and recommendations for e-learning/online education would need to be made based on the findings. Understanding the present level of knowledge on a subject and identifying areas that require additional investigation are the two objectives of a literature review. Building on prior knowledge and avoiding duplication of effort are further benefits.

In this study, Andrew M. Blaine[1] focuses on how teachers and students engage in Virtual Advanced Placement classes throughout a state in the northeastern United States. According to the study's findings, learning presence, a fourth presence, should be taken into account because, without it, many aspects of students' experiences in online and blended courses go unrecognized.

The major findings of the case study conducted at one of the oldest and most prestigious virtual colleges are presented in an international perspective by Pablo Rivera-Vargas[2] et al. The method by which the student body adapted to the educational model and their perspectives of their interactions with the pedagogical, institutional, and technical components intended to promote their learning have been investigated and analysed. The findings demonstrate that students have significant reservations about the institutional and educational support offered.

In this study, Filiz Etin[3] uses a qualitative method to portray the perspectives of potential teachers. The information came from 199 students. The data were examined using the content analysis method. 156 metaphors in all were discovered as a result of the study. The pertinent codes have all been collected, and nine separate categories have been created for the metaphors with comparable meanings. These categories—waste of time, fruitless, information source, comfort, restriction, effectiveness, uninteresting, duty, and restricted communication—were determined. The study's findings revealed that more than half (58%) of the metaphors used by teacher candidates to describe the virtual classroom included negative evaluations (waste of time, unproductive, restriction, boring, limited communication), while a third (34%) of the potential teachers used positive evaluations (source of information, comfort, effectiveness). Other candidates for teaching (8%) described the virtual classroom as a required mechanism. The gender and departments of the positive and negative metaphors made by aspiring teachers did not significantly differ from each other.

Two distinct contributions are offered by the research findings of L. Jose Andres[4] et al. As a first development, this research has been able to demonstrate that virtual classes, although they were a convenient novelty at the start of quarantine because students were required to participate in this type of unusual teaching; Nowadays and with the passage of time, virtual classes are part of a new daily life for students, who have already become accustomed to this type of virtual methodologies.

The goal of Abhinandan Kulal[5] et al. is to examine how teachers and students see online classes. In addition to attempting to explain teachers' perceptions of the effectiveness of online

instruction, the work also attempts to explain students' perceptions of the impact of online courses, their comfort level using it, and the support they receive from instructors. The study was conducted utilising information gathered from two distinct structured questionnaires given to instructors and students in the Karnataka districts of Dakshina Kannada and Udupi. Descriptive statistics were used to analyse the data once they were entered into SPSS.

The data was collected and analysed using conventional techniques in each of these research. Consequently, gathering and analysing the data was a challenging procedure.

With the aid of IBM Cognos Analytics software, the analysis is carried out using the suggested manner. IBM offers an integrated business intelligence package called IBM Cognos Business Intelligence, which is web-based. It offers an entire set of tools for analytics, scorecarding, reporting, and keeping track of events and data. The software is made up of a number of components that are made to satisfy the various information requirements of a business. Consequently, the outcome is accurate.

### 3. THEORETICAL ANALYSIS

#### 3.1 Block diagram

The data analysis is done as it is shown in the Figure 1 given below.

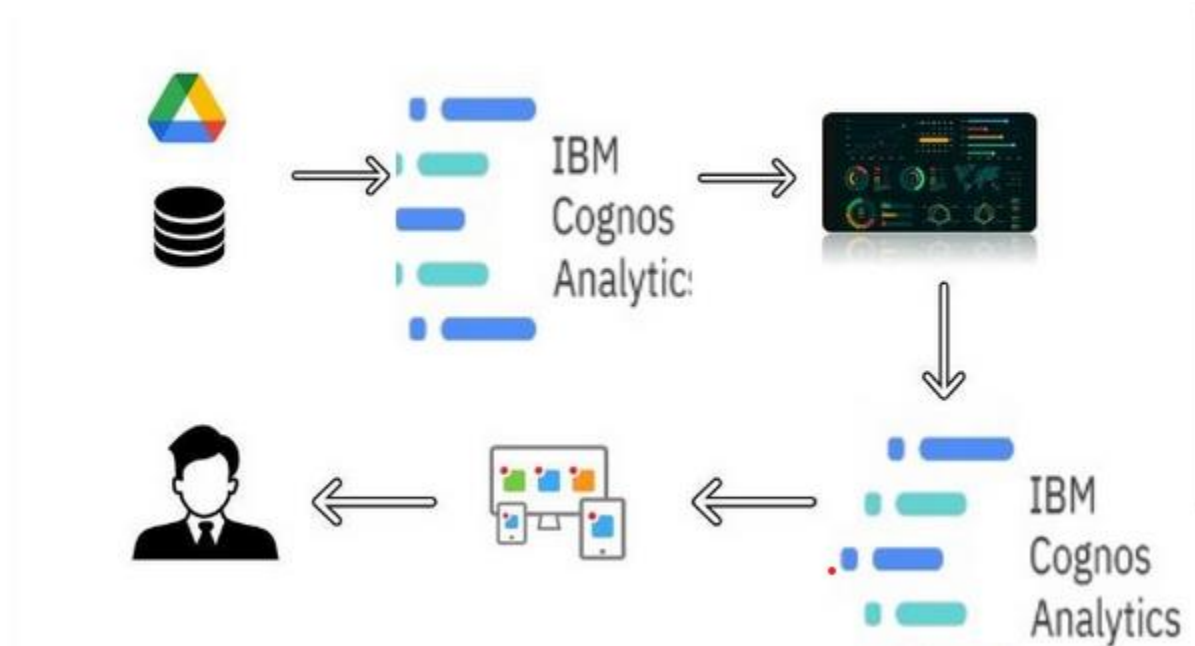


Figure 1 Data Analysis Process

#### 3.2 Hardware / Software designing

##### 3.1. System requirements for IBM Cognos Framework Manager

Requirement	Specification
Operating system	Windows
RAM	Minimum: 512 MB Optimal: 1 GB
Disk space	Minimum: 500 MB of free space on the drive that contains the temporary directory that is used by Cognos Analytics.

### 3.2. Software Requirements:

#### IBM Cognos Analytics:

IBM Cognos Analytics is a set of business intelligence tools available on cloud or on-premise. The primary focus is in the area of Descriptive Analytics, to help users see the information in your data through dashboards, professional reporting and self-service data exploration.

New exploration features in the program now highlight interesting relationships within the data, helping users to find insights they may not even be looking for, allowing users to not only see what has happened with Descriptive Analytics but allows them to understand why it happened with Diagnostic Analytics.

Cognos contains high-level data exploration ability, dashboarding and storytelling, professional report authoring and automated data planning, delivered on a single integrated and extremely secure platform.

## 4. EXPERIMENTAL INVESTIGATIONS

- It has been discovered that students of average age prefer online learning.
- The level of satisfaction with online education is good if internet connectivity is strong.
- Only laptops are used to access social media during this time. Laptops are more convenient for students to utilise than phones and desktop computers.
- When compared to school children and postgraduate students, undergraduate students perform well.
- Rich, rural students perform better.
- In the online classes, the pupils are more interested in practise than theory.

## 5. FLOWCHART

Figure 2 flow chart illustrates the various steps involved

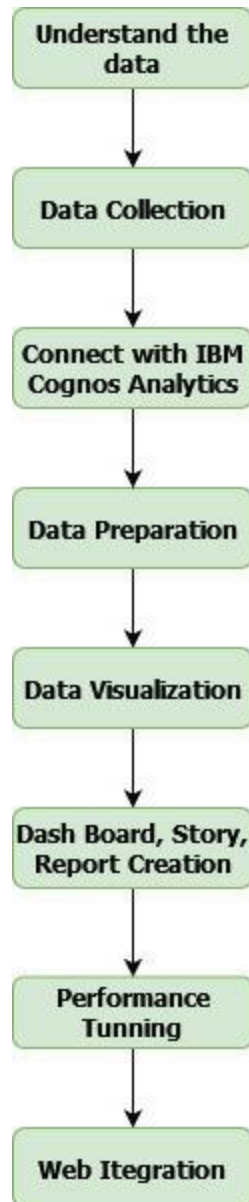


Figure 2 Flow Chart

### 5.1: Understand the data

All of the meta data for the columns described in the CSV files is contained in the data. The information is contained in the single CSV file ONLINE EDUCATION SYSTEM REVIEW.csv. The review of the online education system's column description includes:

- Gender: Gender of the student
- Home Location : Rural or Urban.
- Level of Education : UG, PG or school
- Age : age of the student

- Number of subjects :
- Device Type Used : device used to attend the online classes
- Economic status : economic status of the family
- Internet facility in your locality
- Are you involved on any sports
- Family Size
- Do elderly people monitor you ?.
- Study Time(hours)
- Sleep time (hours)
- Time spent on social media(hours)
- Interested in gaming ?
- Have a separate room for studying ?
- Engaged in group studies ?
- Average marks scored before pandemic in traditional classroom
- Your interaction in online mode
- Clearing doubts with faculties online ?
- Interested in ?
- Performance in online
- Your level of satisfaction in online education

## **5.2 Data Collection**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes and generate insights from the data.

## **5.3 Connect The Data With IBM Cognos**

Login to IBM Cognos, Launch IBM Cognos, go to the prepare data section, click on upload option and upload the csv file

## **5.4 Data Preparation**

Data preparation is the process of preparing raw data so that it is suitable for further processing and analysis

Preparing the data for visualization involves cleaning the data to remove irrelevant or missing data, transforming the data into a format that can be easily visualized, exploring the data to identify patterns and trends, filtering the data to focus on specific subsets of data, preparing the data for visualization software, and ensuring the data is accurate and complete. This process

helps to make the data easily understandable and ready for creating visualizations to gain insights into the performance and efficiency.

Data preprocessing can be performed in many ways using many different steps depending on your data here, we are going to do some part of data preparation on our data.

## **5.5 Data Visualization**

Data visualization is the process of creating graphical representations of data in order to help people understand and explore the information. The goal of data visualization is to make complex data sets more accessible, intuitive, and easier to interpret. By using visual elements such as charts, graphs, and maps, data visualizations can help people quickly identify patterns, trends, and outliers in the data.

### **No Of Unique Visualizations created:**

The number of unique visualizations that can be created with a given dataset. Some common types of visualizations that can be used to analyze the online education data include

- Column Chart: Age(Years) by Your level of satisfaction in Online Education
- Bar Chart: Internet facility in your locality by Your level of satisfaction in Online Education
- Bar chart: Performance in online by Level of Education
- Pie Chart: Time spent on social media (Hours) by Device type used to attend classes
- Packed bubbles : Engaged in group studies? colored by Engaged in group studies? sized by Performance in online
- Wordcloud: Average marks scored before pandemic in traditional classroom
- Table: Economic status, Home Location and Performance in online
- Radial Chart:
- Line Chart: Performance in online by study time(hours)
- Line Chart: Performance in online by sleep time(hours)

## **5.6 Dashboard**

A dashboard is a graphical user interface (GUI) that displays information and data in an organized, easy-to-read format. Dashboards are often used to provide real-time monitoring and analysis of data, and are typically designed for a specific purpose or use case. Dashboards can be used in a variety of settings, such as business, finance, manufacturing, healthcare, and many other industries. They can be used to track key performance indicators (KPIs), monitor performance metrics, and display data in the form of charts, graphs, and tables.

The responsiveness and design of a dashboard for online education review data is crucial to ensure that the information is easily understandable and actionable. Key considerations for designing a responsive and effective dashboard include user-centered design, clear and concise information, interactivity, data-driven approach, accessibility, customization, and security. The goal is to create a dashboard that is user-friendly, interactive, and data-driven.

## **5.7 Story**

A data story is a way of presenting data and analysis in a narrative format, with the goal of making the information more engaging and easier to understand. A data story typically includes a clear introduction that sets the stage and explains the context for the data, a body that presents the data and analysis in a logical and systematic way, and a conclusion that summarizes the key findings and highlights their implications. Data stories can be told using a variety of mediums, such as reports, presentations, interactive visualizations, and videos.

The number of scenes in a storyboard for a data visualization analysis of the performance and efficiency of online education will depend on the complexity of the analysis and the specific insights that are trying to be conveyed. A storyboard is a visual representation of the data analysis process and it breaks down the analysis into a series of steps or scenes.

## **5.7 Report**

A report is a document that presents information in a specific format and layout, usually based on data from a database or other data source. A report in IBM Cognos can contain various elements, such as tables, charts, graphs, and images, as well as text and data elements, and it is designed to be used by business users to help them better understand their data and make informed decisions. There are several different types of reports available in IBM Cognos, including list reports, crosstab reports, chart reports, and report studio reports, among others. The type of report that you choose will depend on the specific needs and requirements of your organization, as well as the data that you need to present.

## **5.8 Performance Testing**

Performance testing is a non-functional software testing technique that determines how the stability, speed, scalability, and responsiveness of an application holds up under a given workload.

### **Utilization Of Data Filters**

Data filters are used to customize our visualization to achieve desired output

We can apply filters while building visualizations . In explorations, filters are present at bottom of the 'Fields' option

## **5.9 Web Integration**



Publishing helps us to track and monitor key performance metrics, to communicate results and progress. It helps a publisher stay informed, make better decisions, and communicate their performance to others.

## **7. ADVANTAGES AND DISADVANTAGES**

### **7.1 Advantages:**

There are numerous advantages to this system. They consist of:

**Improved Decision-Making:** It offers strong data visualisation, dashboarding, and reporting features that make it simple and quick for users to acquire pertinent insights. This enables firms to more effectively and efficiently make data-driven decisions.

**Improved Data Governance:** This enables organisations to control the security, integrity, and quality of their data. This makes it easier to guarantee that data is accurate, consistent, and compliant with laws.

**Collaboration** is improved as users may more easily cooperate and share ideas with coworkers across the organisation. This encourages a culture of making decisions based on data and makes sure that everyone is using the same information.

**Flexibility and Scalability:** It has the flexibility to scale in order to fulfill the demands of organizations of all sizes, from small startups to major corporations. The platform is also extremely flexible, enabling users quickly integrate data from different sources and modify reports and visualisations to suit their particular requirements.

The platform's AI and machine learning capabilities enable automated data discovery, the identification of hidden insights, and an improvement in forecast and prediction accuracy. The platform is also quite adaptable, enabling users to quickly combine data from different sources and modify reports and visualisations to suit their particular requirements.

## **6. RESULT**

The study shows that although students are at ease taking online courses and are receiving adequate teacher support, they do not think that online education would eventually replace traditional classroom instruction. It also reveals that professors are having trouble conducting online classrooms as a result of insufficient training and development. The main difficulty preventing online classes from being effective is technical problems. The majority of colleges consider including online programmes in their curriculum. It is therefore crucial to ask students' ideas before enrolling in an online course. This study could aid institutions in gaining a general understanding of how teachers and students feel about online education. Screenshots of the results are provided in the.

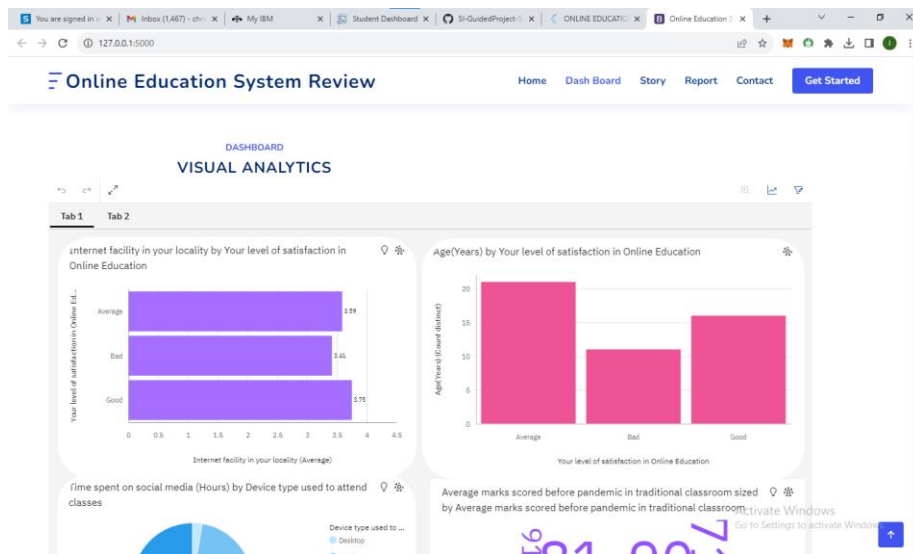


Figure 3 Dashboard Details

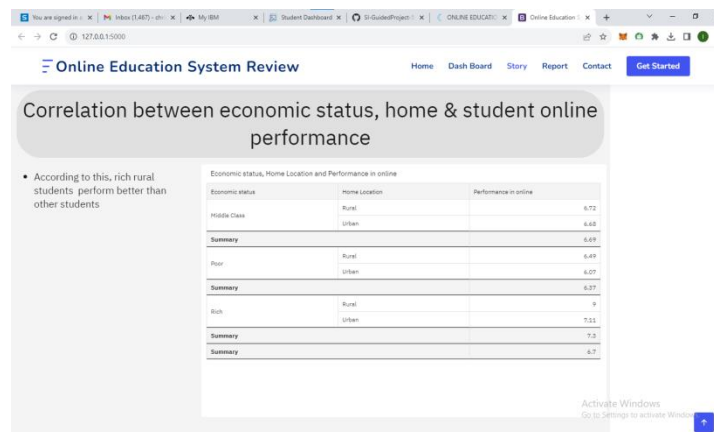
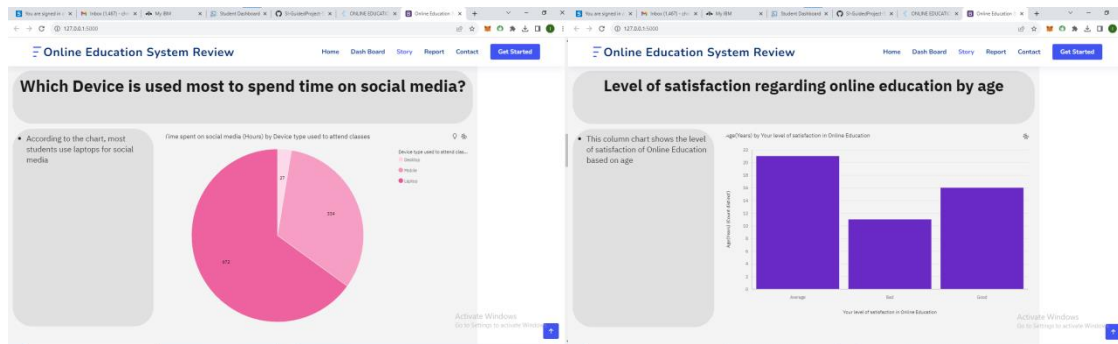


Figure 4 Story

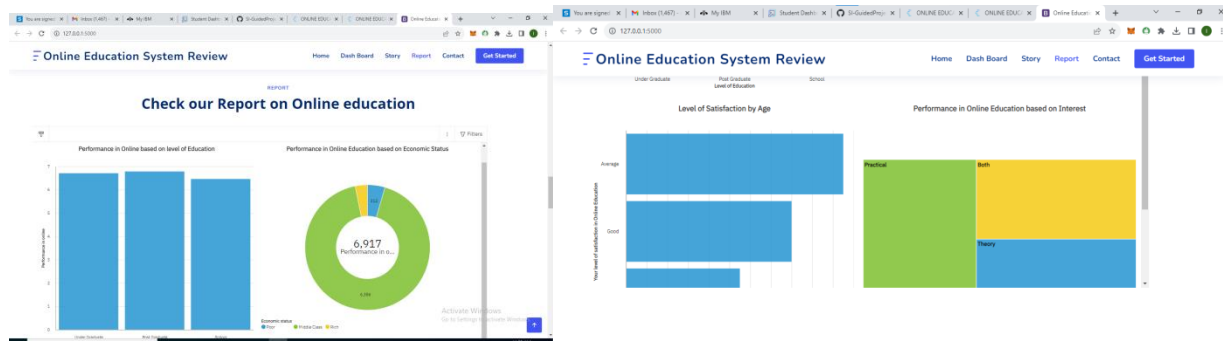


Figure 5 Report

## 9. CONCLUSION

The comfort of the students is the primary reason for this method of instruction. Reaching learners who are dispersed over the world is best done in this way. The learner will have more time to learn or if he wants to do anything else because it saves time and money. It's a great field because students can get answers to their questions whenever they want, from anywhere. It encourages a certain sense of competition, which boosts academic achievement. Since they study out of their own interests rather than being forced to learn as is typically the case in traditional classrooms, kids who learn through virtual classrooms appear to have more knowledge and good performance.

## 10. FUTURE SCOPE

Making applications that will assist users across several platforms and be more beneficial and user-friendly based on user experience is the field's future potential.

## 11. BIBLIOGRAPHY

[1] Andrew M. Blaine," Interaction and presence in the virtual classroom: An analysis of the perceptions of students and teachers in online and blended Advanced Placement courses Computers & Education", Volume 132, April 2019, 31-43

[2] Terry Anderson & Cristina Alonso Cano,"Exploring students' learning experience in online education: analysis and improvement proposals based on the case of a Spanish open learning university Pablo Rivera-Vargas", International Online Journal of Education and Teaching (IOJET) 2022, 9(3), 1328-1342

[3] Cennet Göloğlu Demir, "An Investigation Of Teacher Candidates' Metaphoric Perceptions Regarding The Virtual Classroom", gologlu.cennet@gmail.com Filiz Çetin

[4]. IJose Andres Areiza-Padilla, Tatiana Galindo-Becerra,"Quality as a drive-up digital teaching: Analysis of virtual classes in Colombian business schools", Pontificia Universidad Javeriana, Bogota 110231, Colombia, Heliyon

[5] Abhinandan Kulal, Anupama Nayak , “A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District”, Asian Association of Open Universities Journal, October 2020

[6] Jiyaram Neha Jaiswal, Ravi Ram Narayanan, Rajendra Rohit, “A Review on Virtual Classroom Saba Maanvizhi”, Indian Journal of Pharmaceutical Education and Research , Vol 54, Issue 3 [Suppl], Jul-Sep, 2020

## **ANNEXURE**

### **SOURCE CODE**

```
<!DOCTYPE html>

<html lang="en">

<head>

  <meta charset="utf-8">

  <meta content="width=device-width, initial-scale=1.0" name="viewport">

  <title>Online Education System Reviewx</title>

  <meta content="" name="description">

  <meta content="" name="keywords">

  <!-- Favicons -->

  <link href="/static/assets/img/favicon.png" rel="icon">

  <link href="/static/assets/img/apple-touch-icon.png" rel="apple-touch-icon">

  <!-- Google Fonts -->

  <link
href="https://fonts.googleapis.com/css?family=Open+Sans:300,300i,400,400i,600,600i,700,700i|Nunito:300,300i,400,400i,600,600i,700,700i|Poppins:300,300i,400,400i,500,500i,600,600i,700,700i" rel="stylesheet">

  <!-- Vendor CSS Files -->

  <link href="/static/assets/vendor/aos/aos.css" rel="stylesheet">

  <link href="/static/assets/vendor/bootstrap/css/bootstrap.min.css" rel="stylesheet">

  <link href="/static/assets/vendor/bootstrap-icons/bootstrap-icons.css" rel="stylesheet">

  <link href="/static/assets/vendor/glightbox/css/glightbox.min.css" rel="stylesheet">

  <link href="/static/assets/vendor/remixicon/remixicon.css" rel="stylesheet">

  <link href="/static/assets/vendor/swiper/swiper-bundle.min.css" rel="stylesheet">
```

```
<!-- Template Main CSS File -->

<link href="/static/assets/css/style.css" rel="stylesheet">

<!-- =====

* Template Name: FlexStart
* Updated: Jul 27 2023 with Bootstrap v5.3.1
* Template URL: https://bootstrapmade.com/flexstart-bootstrap-startup-template/
* Author: BootstrapMade.com
* License: https://bootstrapmade.com/license/

===== -->

</head>

<body>

  <!-- ===== Header ===== -->

  <header id="header" class="header fixed-top">

    <div class="container-fluid container-xl d-flex align-items-center justify-content-between">

      <a href="index.html" class="logo d-flex align-items-center">

        <span>Online Education System Review</span>

      </a>

      <nav id="navbar" class="navbar">

        <ul>

          <li><a class="nav-link scrollto active" href="#hero">Home</a></li>

          <li><a class="nav-link scrollto" href="#about">Dash Board</a></li>

          <li><a class="nav-link scrollto" href="#services">Story</a></li>

          <li><a class="nav-link scrollto" href="#portfolio">Report</a></li>

          <li><a class="nav-link scrollto" href="#contact">Contact</a></li>

          <li><a class="getstarted scrollto" href="#about">Get Started</a></li>

        </ul>

        <i class="bi bi-list mobile-nav-toggle"></i>
```

```

        </nav><!-- .navbar -->

    </div>

</header><!-- End Header -->

<!-- ===== Hero Section ===== -->

<section id="hero" class="hero d-flex align-items-center">

    <div class="container">

        <div class="row">

            <div class="col-lg-6 d-flex flex-column justify-content-center">

                <h1 data-aos="fade-up">Analysis of online education</h1>

                <h2 data-aos="fade-up" data-aos-delay="400">We are a team of talented analyst
who have done an analysis on online education</h2>

                <div data-aos="fade-up" data-aos-delay="600">

                    <div class="text-center text-lg-start">

                        <a href="#about" class="btn-get-started scrollto d-inline-flex align-items-center
justify-content-center align-self-center">

                            <span>Get Started</span>

                            <i class="bi bi-arrow-right"></i>

                        </a>

                    </div>

                </div>

            </div>

            <div class="col-lg-6 hero-img" data-aos="zoom-out" data-aos-delay="200">

            </div>

        </div>

    </div>

</section><!-- End Hero -->

<main id="main">

    <!-- ===== About Section ===== -->

```

```

<section id="about" class="about">

  <div class="container" data-aos="fade-up">

    <div class="col-lg-6 d-flex flex-column justify-content-center" data-aos="fade-up"
data-aos-delay="200">

      <header class="section-header">

        <h3>Dashboard</h3>

        <h2>Visual Analytics</h2>

        <iframe
src="https://us1.ca.analytics.ibm.com/bi/?perspective=dashboard&pathRef=.my_folders%2FONLINE%2BEDUCATION%2BSYSTEM%2BVIEW%2BDASH%2BBOARD&closeWindowOnLastView=true&ui_appbar=false&ui_navbar=false&shareMode=embedded&action=view&mode=dashboard&subView=model00000189d4b1891d_00000000" width="1100" height="800" frameborder="0" gesture="media" allow="encrypted-media"
allowfullscreen=""></iframe>

      </header>

    </div>

  </div>

</section><!-- End About Section -->

<!-- ===== Services Section ===== -->

<section id="services" class="services">

  <div class="container" data-aos="fade-up">

    <header class="section-header">

      <h2>Story</h2>

      <p>Data Analytics is done on online education</p>

    </header>

  </div>

  <iframe
src="https://us1.ca.analytics.ibm.com/bi/?perspective=story&pathRef=.my_folders%2FONLINE%2BEDUCATION%2BSYSTEM%2BVIEW%2BSTORY&closeWindowOnLastView=true&ui_appbar=false&ui_navbar=false&shareMode=embedded&action=view&sceneId=model00000189d4c3edf8_00000001&sceneTime=0" width="1100" height="800" frameborder="0" gesture="media" allow="encrypted-media"
allowfullscreen=""></iframe>

  </section><!-- End Services Section -->

```

```

<!-- ===== Portfolio Section ===== -->

<section id="portfolio" class="portfolio">

    <div class="container" data-aos="fade-up">

        <header class="section-header">

            <h2>Report</h2>

            <p>Check our Report on Online education</p>

        </header>

        <iframe
src="https://us1.ca.analytics.ibm.com/bi/?pathRef=.my_folders%2FONLINE%2BEDUCATION%
2BSYSTEM%2BREVIEW%2BREPORT&closeWindowOnLastView=true&ui_appbar=f
alse&ui_navbar=false&shareMode=embedded&action=run&format=HTML&
amp;prompt=false" width="1100" height="800" frameborder="0" gesture="media"
allow="encrypted-media" allowfullscreen=""></iframe>

        </div>

    </div>

</section><!-- End Portfolio Section -->

<!-- ===== Testimonials Section ===== -->

<section id="testimonials" class="testimonials">

    <div class="container" data-aos="fade-up">

        <header class="section-header">

            <h2>Analysis on online Education</h2>

            <p>What is derived from the analysis</p>

        </header>

        <div class="testimonials-slider swiper" data-aos="fade-up" data-aos-delay="200">

            <div class="swiper-wrapper">

                <div class="swiper-slide">

                    <div class="testimonial-item">

                        <div class="stars">

                            <i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-
fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>


```



```
</div>

<p>

    People with lower class have found it difficult

</p>

</div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

    <div class="testimonial-item">

        <div class="stars">

            <i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-
fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

        </div>

        <p>

            People of Governement Schools could not coupe with it

        </p>

    </div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

    <div class="testimonial-item">

        <div class="stars">

            <i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-
fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

        </div>

        <p>

            Students mostly used MObile foe the classes

        </p>

    </div>

</div><!-- End testimonial item -->

<div class="swiper-slide">
```

```

<div class="testimonial-item">

  <div class="stars">

    <i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-
fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

    </div>

    <p>

      People found it difficult to learn in online education

    </p>

  </div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

  <div class="testimonial-item">

    <div class="stars">

      <i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-
fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

      </div>

      <p>

        Still improvement required

      </p>

    </div>

  </div><!-- End testimonial item -->

</div>

<div class="swiper-pagination"></div>

</div>

</div>

</section><!-- End Testimonials Section -->

<!-- ===== Team Section ===== -->

<section id="team" class="team">

  <div class="container" data-aos="fade-up">

```

```
<header class="section-header">

  <h2>Team</h2>

  <p>Our hard working team</p>

</header>
```

```
<div class="row gy-4">

  <div class="col-lg-3 col-md-6 d-flex align-items-stretch" data-aos="fade-up" data-
aos-delay="200">

    <div class="member">

      <div class="member-img">

        <div class="social">

          <a href=""><i class="bi bi-twitter"></i></a>

          <a href=""><i class="bi bi-facebook"></i></a>

          <a href=""><i class="bi bi-instagram"></i></a>

          <a href=""><i class="bi bi-linkedin"></i></a>

        </div>

      </div>

      <div class="member-info">

        <h4>Sarah Jhonson</h4>

        <span>Product Manager</span>

        <p>Quo esse repellendus quia id. Est eum et accusantium pariatur fugit nihil
minima suscipit corporis. Voluptate sed quas reiciendis animi neque sapiente.</p>

      </div>

    </div>

  </div>

  <div class="col-lg-3 col-md-6 d-flex align-items-stretch" data-aos="fade-up" data-
aos-delay="300">

    <div class="member">

      <div class="member-img">
```

```

```

```
<div class="social">
```

```
<a href=""><i class="bi bi-twitter"></i></a>
```

```
<a href=""><i class="bi bi-facebook"></i></a>
```

```
<a href=""><i class="bi bi-instagram"></i></a>
```

```
<a href=""><i class="bi bi-linkedin"></i></a>
```

```
</div>
```

```
</div>
```

```
<div class="member-info">
```

```
<h4>William Anderson</h4>
```

```
<span>CTO</span>
```

```
<p>Vero omnis enim consequatur. Voluptas consectetur unde qui molestiae  
deserunt. Voluptates enim aut architecto porro aspernatur molestiae modi.</p>
```

```
</div>
```

```
</div>
```

```
</div>
```

```
<div class="col-lg-3 col-md-6 d-flex align-items-stretch" data-aos="fade-up" data-  
aos-delay="400">
```

```
<div class="member">
```

```
<div class="member-img">
```

```

```

```
<div class="social">
```

```
<a href=""><i class="bi bi-twitter"></i></a>
```

```
<a href=""><i class="bi bi-facebook"></i></a>
```

```
<a href=""><i class="bi bi-instagram"></i></a>
```

```
<a href=""><i class="bi bi-linkedin"></i></a>
```

```
</div>
```

```
</div>
```

```
<div class="member-info">
```

<h4>Amanda Jepson</h4>

<span>Accountant</span>

<p>Rerum voluptate non adipisci animi distinctio et deserunt amet voluptas.  
Quia aut aliquid doloremque ut possimus ipsum officia.</p>

</div>

</div>

</div>

</div>

</div>

</section><!-- End Team Section -->

<!-- ===== Contact Section ===== -->

<section id="contact" class="contact">

<div class="container" data-aos="fade-up">

<header class="section-header">

<h2>Contact</h2>

<p>Contact Us</p>

</header>

<div class="row gy-4">

<div class="col-lg-6">

<div class="row gy-4">

<div class="col-md-6">

<div class="info-box">

<i class="bi bi-geo-alt"></i>

<h3>Address</h3>

<p>National Engineering College<br>Kovilpatti 628502, Tamil Nadu</p>

</div>

</div>

<div class="col-md-6">

<div class="info-box">

```

        <i class="bi bi-telephone"></i>

        <h3>Call Us</h3>

        <p>+91 5589 55488 55<br>+91 6678 254445 41</p>
    </div>
</div>

<div class="col-md-6">
    <div class="info-box">
        <i class="bi bi-envelope"></i>

        <h3>Email Us</h3>

        <p>christy@nec.edu.in<br>idaselvin@gmail.com</p>
    </div>
</div>
</div>

<div class="col-lg-6">
    <form action="forms/contact.php" method="post" class="php-email-form">
        <div class="row gy-4">
            <div class="col-md-6">
                <input type="text" name="name" class="form-control" placeholder="Your
Name" required>
            </div>
            <div class="col-md-6 ">
                <input type="email" class="form-control" name="email" placeholder="Your
Email" required>
            </div>
            <div class="col-md-12">
                <input type="text" class="form-control" name="subject" placeholder="Subject"
required>
            </div>
            <div class="col-md-12">

```

```

        <textarea        class="form-control"        name="message"        rows="6"
placeholder="Message" required></textarea>

        </div>

        <div class="col-md-12 text-center">

            <div class="loading">Loading</div>

            <div class="error-message"></div>

            <div class="sent-message">Your message has been sent. Thank you!</div>

            <button type="submit">Send Message</button>

        </div>

    </div>

</form>

</div>

</div>

</div>

</section><!-- End Contact Section -->

</main><!-- End #main -->

    <a href="#" class="back-to-top d-flex align-items-center justify-content-center"><i
class="bi bi-arrow-up-short"></i></a>

    <!-- Vendor JS Files -->

    <script src="/static/assets/vendor/purecounter/purecounter_vanilla.js"></script>

    <script src="/static/assets/vendor/aos/aos.js"></script>

    <script src="/static/assets/vendor/bootstrap/js/bootstrap.bundle.min.js"></script>

    <script src="/static/assets/vendor/glightbox/js/glightbox.min.js"></script>

    <script src="/static/assets/vendor/isotope-layout/isotope.pkgd.min.js"></script>

    <script src="/static/assets/vendor/swiper/swiper-bundle.min.js"></script>

    <script src="/static/assets/vendor/php-email-form/validate.js"></script>

    <!-- Template Main JS File -->

    <script src="/static/assets/js/main.js"></script>

</body>

```

</html>